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# THE BULLETIN

MOORHEAD STATE  
TEACHERS COLLEGE

The State of  
the College

*Entered at the Post Office at Moorhead, Minnesota, as Second Class Matter  
Published Quarterly*

SERIES 40

JULY 1944

NUMBER 2

## REFLECTIONS ON THE ARMY PROGRAM

by

MAJOR A. J. BAZATA

Commanding Officer, 346th College Training Detachment

As but one instance of the vast and incredibly successful training program established by the Army during World War II, the Army Air Forces and Moorhead State Teachers entered into contract in the early months of 1943 for the academic and physical training, feeding, housing, and general care of a quota of aviation students that would tax the physical facilities of this plant to its fullest and would substantially help supply our branch of service with necessary trained aircrew personnel. The results were so excellent and beyond what had been anticipated that paradoxically this particular program, both here and in other similar colleges, was terminated even prior to what no doubt will be considered the final phases of the war. In other words, trained personnel, like American war materials, was produced even faster than the war itself could progress for strategic and other important reasons.

The contract noted above was, of course, essential in order to establish administrative policies and settle business matters that are of utmost importance in a project such as that which the Army Air Forces and Moorhead State Teachers College jointly undertook; however, it is highly significant and indicative of the soundness of American business ethics and the genuine character of the American people that far more was injected into this program by all parties concerned than was required by the simple terms of the contract itself. The army in its relationship to the College expressed in its every action a faith and confidence in the ultimate capacity and proficiency of the institution's training that had hitherto never been realized; and, also, with intelligence and tact the army so co-ordinated its own military training with that of the academic instruction that each phase properly supplemented the other. The College, likewise, its administrative officers and faculty members imbued with a patriotic fervor to contribute their very best to the war task, extended themselves far beyond their normal efforts and, keenly comprehending the purposes of the program, carried on their training in a manner of such well-planned orderliness and forcefulness that all men assigned here learned much, many of whom ordinarily have learned little or nothing. Then, as if to complete the picture, the trainees applied themselves energetically and enthusiastically, apparently realizing full well that the training they were receiving was something finer and more important than they had ever known or deemed possible before.

Operations have now ceased. The army goes on to other tasks of waging the war to victorious conclusion. The College returns to a "civilian" program. However, neither party, in our judgment, will ever quite be the same nor be inclined in the slightest degree to ever return to all its former ways. So much that is sound and worthwhile and good has been learned by all who were associated in this endeavor that the experience is bound to influence future military training and future educational methods considerably—and advantageously.

*This bulletin is another yearly effort to present to the alumni and friends of the College a report on the specific facts and general information concerning the present status of the Moorhead State Teachers College. The most significant happening of the year has been the discontinuation of the Army Air Forces program. An evaluation of the program is presented by the Commanding Officer, Major A. J. Bazata, of the 346th College Training Detachment. An account of the presentation of the service award at Commencement is an event which deserves recognition in permanent form. The College has never abandoned or lessened its interest in the civilian program for the education of teachers. An account in the modification of the activities designed to facilitate the program of teacher education is also a matter of interest to the friends of the College. These include modifications in the curricular and the extra-curricular activities of the program and in the physical plant. Of equal interest is an account of the changes in the faculty and of the activities of the faculty during the year.*

If, after the war, colleges do not see fit to perpetuate these procedures instigated and maintained during wartime programs which eliminated so much waste time and effort and which required qualified men to learn, even though their original desire may not have been too strong, then at least they will expect and should demand that civilian agencies for whom they are training young people wholeheartedly and deliberately co-operate with them as did the army when colleges trained personnel for it.

And finally, this war having been won, it is hoped that the government and our people will recognize and take full advantage of all possibilities for national material and spiritual progress, finer living, international understanding, and thus lasting peace that comes to a large extent from good education and sufficient training of young people. And, such education and such training can be most effective only when all agencies and authorities—governmental, civic, commercial and educational—co-operate to the extreme and so co-ordinate their individual plans that these plans cease to be individual but rather create a well-rounded program for human development under ideal conditions.

## THE SERVICE AWARD

As a fitting close to the army program a service award was presented from the Western Flying Command through Major Bazata, as a part of the commencement program on June 7. Major Bazata presented the award in the following words:

In the past fifteen months at this College slightly more than 1650 aviation students received their college training as prescribed by the Flying Training Command. This was their first important lap in the course of training required of all flying personnel before qualifying as pilots, bombardiers, and navigators or through piloting others in their combat area courses.

It is inspiring to realize even at this comparatively early date that many of our students have satisfactorily completed all of their training and have by now received their wings and are at this very moment serving in combat areas, or preparing shortly to enter upon such activities. Others have assignments as flying instructors, in some cases teaching the boys who followed them from this very institution. The great bulk of our men are, of course, still in training, but there is no doubt that they will fare as well, if not better, than their predecessors.

Furthermore, it will surely interest you to know that our higher educators used various tests, methods, and yardsticks not only in determining the value of the college training program but as a whole to particularly evaluate the peculiar results and effects on each individual involved. In all this instruction you rated most highly. It is safe to say that this was true throughout the program and as a final recognition we were classed among the definitely most successful units in the field.

While this military project was being carried out at this College, your President and his associate made every effort to protect the normal program of civilian education and activities from any undue interference and disturbances. In this regard, I trust your President always found the Army as co-operative as possible in intelligently co-ordinating our requirements of education and instruction with the civilian demand upon the faculty and facilities of the College.

And now to add a final note to my remarks, I am pleased to read a letter Dr. Snarr received just Monday from General Scanlon.

Dear Dr. Snarr

During an extremely trying period in our nation's history, the State Teachers College has participated in the program of training Aviation Students for the Army Air Forces. This undertaking was conceived and executed in haste to meet a swiftly-changing military situation.

The solutions to the educational problems arising from the training of Aviation Students required the sound thinking and untiring efforts of your entire organization. In order to accomplish the desired results, it was necessary for you to jettison established practices and accept without hesitation or question demands which taxed your ingenuity and at times disrupted the College's normal civilian operation. The spirit of co-operation and teamwork which you have demonstrated under these circumstances have made the College Training Program an outstanding success.

It has been a most satisfying experience to me, personally, to witness the outstanding service you have rendered our Air Arm, and I desire that you and your faculty claim your just share of credit for the present successes of our combat air forces.

General Barton K. Yount, Commanding General of the AAF Training Command, has presented a Certificate of Service Award in recognition of the manner in which the State Teachers College has participated

in the training program of this Command; as a symbol of conspicuous service to our country it presents the culmination of a united effort by you and your faculty. The formal presentation of this award will be made by Captain Arthur J. Bazata at an appropriate ceremony.

My most hearty congratulations go with this award. I regret that our association must be terminated. Please accept my personal best wishes for your continued success and leadership in the field of education.

Very Sincerely  
(signed) MARTIN F. SCANLON  
Brigadier General, USA  
Commanding

Dr. Snarr, it is a pleasant duty and high honor for me to comply with this letter. Immediately upon receipt of the award, it will be delivered to you for display or use as you see fit.

Now as we take our leave from your college campus and your community, I speak for all of the officers and men who were or are still here on duty or for training. Thank you most sincerely for all the innumerable things that have been done by you and your people for us and our men.

In formal acceptance of the award President Snarr replied as follows:

Major Bazata:

This College was established to educate teachers for the public schools of Minnesota. From the time of its founding in 1887 up to a year ago last March, the College held steadfastly to its original purposes. When this nation entered the war against the Axis powers, the Governor of Minnesota proffered to the President of the United States the resources of the State for the prosecution of the war. The State Teachers College Board in turn offered the services of the state teachers colleges.

This College was accepted for an assignment of army aircrew students the latter part of March, 1943. From that time to June 3 of this year, the College performed the dual role of the education of teachers for the public schools of the State and the education of army aircrew students for military service.

In performing these two services, this College made major adjustments in administration, in instruction, and in curriculum. The entire personnel of this College co-operated whole-heartedly in making the essential changes. Those who participated had the satisfaction of seeing the two programs operate together successfully. Now the army program has been concluded, and the College turns its attention again to its civilian program.

As a recognition of the contribution of this College, the Commanding General of the Army Air Forces has seen fit to present to the College through the commanding officer of the Detachment a Certificate of Service Award. The numerous reports which have come from headquarters, those which have come from various sources bear witness to the fact that the presentation of the Certificate is not a mere formality but a genuine attempt to recognize the contribution of this College to the war effort. Conscious of this fact, I am happy to accept for the College the Certificate of Service Award.

## RETURN TO CIVILIAN PROGRAM

Throughout the period devoted to education of army personnel at the College, the civilian program has been continued as the essential and equally important part of the college work. With the conclusion of the Army Air Forces program, however, and the departure in June of the last army aircrew students, the total facilities of the campus and the entire faculty will be devoted to teacher education and the related educational activities for which the College was established.

The College is proud to have rendered this service to the nation as a part of its contribution to the war effort. The association with army students and army officers has been mutually helpful and stimulating; the equipment of the College has received considerate use throughout.

## THE ACADEMIC PROGRAM

With increased awareness of the growing need for an aggressive educational program, the faculty and administration have been working toward the enrichment both of the curricular and extra-curricular activities of the College.

In anticipation of a need and demand for a broader cultural basis of general education, especially in the preparation of teachers, the College has established such a program to be administered by the Council on General Education. The work undertaken in the general education requirement will insure Freshmen and Sophomores an acquaintance with those studies which have always been found necessary in distinguishing the educated or cultured citizen. They will include the Fine and Applied Arts, Psychology, Language and Literature, Physical and Health Education, Science, and the Social Studies. These basic courses are to be taught by members of the staff carefully selected because of their type of education and abilities and their particular success in teaching Freshmen and Sophomores.

General Education, as taught at the Moorhead State Teachers College, will strive to emphasize adjustment and appreciation, and will relate each field of art or learning with the total of human culture. It will attempt to make the student not only a better American, but a good citizen of the world.

## BROAD FIELDS OF SPECIALIZATION

In keeping with the need for integration, the College continues to move in the direction of broadening majors and minors, rather than in narrow specialization. Those preparing to specialize in secondary fields, however, will still have an opportunity to prepare themselves in the subjects of their special interest. The reorganization of the College into divisions rather than departments has facilitated co-operation and adjustment in these broader areas of study.

In some fields, as in English, the amount of experimental work and reorganization which was undertaken to fit the needs of the Army Air Forces training program has been utilized, in part, in developing the civilian courses, especially in the Communications courses. Titles of some of the courses, as Basic English, Developmental Reading and Writing, Basic Speech, Developmental Speech and Advanced Communications reflect a revision of the whole approach and philosophy of the courses, and not a mere re-labelling. Some of these courses, also, have been instituted already, with results that seem very satisfactory according to the results of tests and the reports of the students involved.

## POSTWAR PLANS

Fully recognizing the vital role education must play in the reconstruction of the postwar world, the College has been seriously studying the needs likely to arise which will call for particular effort and foresight on the part of colleges in general and state teachers colleges in particular.

In trying to formulate the needs for civilian and local service, the College has been co-operating with citizens of the community. This is well illustrated by the meeting in the Student Center of the College, Thursday, April 27, sponsored by the Chamber of Commerce of the City of Moorhead. On this occasion the informal program and dinner was attended by business and professional men of the whole community. Among speakers and guests were Senator Stiening; Mayor Bergland; Dean M. Schweickhard, Commissioner of Education; President J. N. Brown of Concordia College; President O. W. Snarr of the Moorhead State Teachers College; and representative faculty members from the two colleges. There was an excellent attendance of business and other professional men, most of whom were called upon to express their opinion of the immediate educational problems of the community. Most of the discussion centered around the need for vocational education on the collegiate level which would follow the close of the war.

A more exact check on the postwar problem as it may face the College has been found in the study made this year by Dr. Paul Heaton of the college staff. This outlines the fluctuations in enrollment between 1929 and 1940 in all the colleges and universities, in state teachers colleges, and in the Moorhead State Teachers College, show-

ing actual figures, percentages of growth or decrease, and proportionate changes. The conclusions are interesting and indicative of definite trends with respect to postwar enrollment.

Dr. Heaton finds that a consistent increase in all colleges and universities has been both considerable and cumulative before the war, and finds no reason to suppose that this trend will not resume following the close of the war. Also, it becomes evident that in the same periods the percentage of increase in state teachers colleges has been higher than in other comparable institutions, and that the Moorhead State Teachers College is, in terms of percentage, highest of all. This he explains by showing that state teachers colleges are only beginning to tap the supply of good students who have hitherto been unable or unwilling to attend college at all.

On the basis of these figures and the usual estimates of demobilized service men and industrial workers who may seek degrees, Dr. Heaton finds himself compelled to conclude that the logical "44 per cent increase during the forties would give Moorhead State Teachers College about 1,168 students."

These conclusions are not generally to be interpreted as an unusually optimistic prediction, and they do not reflect any attempt to expand the College beyond the actual need of the state and community. They do indicate a sincere attempt to discover what will probably be the actual situation for which the College should be ready. Any one interested in Dr. Heaton's research may obtain a copy of his findings by writing the College.



## FACULTY PREPARATION

Dr. Paul Heaton has made another study dealing specifically with the preparation of the college faculty today as compared with that of the faculty prior to 1933. These figures show an increase in faculty preparation comparable to the predicted increase in need for service. He makes particular comparison of the number and quality of advanced degrees and the amount and quality of graduate work undertaken and completed by faculty members. Dr. Heaton's own excellent concluding paragraphs will clarify his conclusions.

The faculty at present is approximately the same size as in 1934, but it now has thirteen doctor's degrees as compared with three in 1934, and forty-one Master's degrees as compared with twenty-four in 1934. In 1934 almost all members of the professional divisions had done graduate work within the previous five years whereas the training of some members of the academic divisions was not so recent. On the other hand the majority of the members of the present faculty of the academic divisions have done graduate work within the past five years.

He concludes that "the foregoing facts are further evidence of the maturing of the State Teachers College into an institution of rank."

It is to be noted that Dr. Heaton's survey does not include the research activities and publications undertaken on their own initiative by members of the college faculty.

## PHYSICAL PLANT

Comstock and Wheeler Halls used by army aircrew students have been returned to their former use as dormitories for women. They are now occupied by women enrolled in the summer quarter. They are also in the process of being rehabilitated. The walls are being painted and the floors sanded and refinished. The dormitory furniture will be reupholstered and refinished during the summer. After the army accounts have been audited and a final settlement effected, other major changes will be made to return the dormitories to their former usefulness as residence halls for women.

In order to provide meals for 500 army aircrew students, it was necessary to purchase and install a great deal of kitchen and dining room equipment, much of which, doubtless, will be purchased and retained for the use of the College.

Classrooms, including both the large and the small gymnasiums, are in the process of being rehabilitated. This will include painting walls and ceilings and sanding and refinishing floors. The classrooms being rehabilitated are located in MacLean Hall, in the Campus School Building, and in Weld Hall.

The new office of the Registrar, mentioned in a previous issue of The Bulletin, is nearing completion. The carpenter work and the plastering are finished and the painting is now being done. The work will be completed with the laying of asphalt tile on the floor. As soon as the room is ready for occupancy, the Registrar will move

from the business office to the new quarters. The arrangement will bring the Registrar, the Dean of Women, and the Director of Student Affairs together in a suite of offices served by a common waiting room.

The Student Lounge has come into use during the past year as a social center for students during their leisure hours. It is furnished with feudal oak furniture which combines comfort, style, and durability in keeping with the purpose of the room. Draperies, which will add much to the attractiveness of the Lounge, will be provided by the Student Commission. Students find the Lounge a pleasant place in which to rest and relax. It has been particularly popular during the noon hour when students gather about the piano for group singing. Many popular magazines are regularly provided for the tables.

The Student Center, distinguished by the big symbolic mural, designed and painted by students on the north wall, has been returned to the use for which it was originally intended, that of a social gathering place where students and faculty come together for refreshments and good fellowship. The Student Center has provided an opportunity for bringing about a fine feeling of friendliness and understanding among students and faculty which is highly essential for a desirable college atmosphere.

## THE LIBRARY

The college library has been increased during the past year by the consistent addition of new and standard books as recommended by members of the faculty and by the acquisition of the Judge Barnett Library from the Barnett estate in Fargo. This purchase has added eight hundred volumes of good standard works to the library. The books include many especially good sets of such authors as Twain, Holmes, Emerson, Poe, Longfellow, Ibsen, Pushkin, Shakespeare, Browning, Voltaire, and sets of Victorian novelists. There is one very rare edition of the Sacred Books of the East, and other unusual and otherwise unobtainable translations, as well as fine illustrated sets of dramatic and art records of the United States and Europe. These have been made available to students and faculty of the College.

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## ACTIVITIES WITHIN THE COLLEGE

The extra-curricular offerings of the College have been rich and varied. The students themselves conducted a freshman orientation course designed to adjust new students to their academic work. The usual Lyceum course included such concerts as that of the famous Don Cossacks, Margaret Speaks, a light opera, and the Minneapolis Symphony Orchestra. The Moorhead Music Club conducted a concert in Weld Hall made up of the works of all-Moorhead composers. The college students and faculty and guests were invited. The Art Activities Committee provided a number of very excellent exhibits which were enjoyed by students and friends of the College. On November 5 there was an exhibit of Russian Art lent by the Metropolitan Museum. This was followed by a showing of Benton and Currier Prints, through the courtesy of the American Artists Galleries. Two exceptional exhibits were offered in the Spring Quarter, one by Nels Johnson of the faculty, which showed portrait studies, including some of students and faculty. The other was the famous Nils Dardel collection, containing some of the last portraits done of Mexican and Central American people and scenes and fanciful creations worked out by the Swedish artist during his stay in the New World. The Dardel collection has, this summer, been replaced by the pictures of the service men submitted for the national contest conducted by Life Magazine. This, like most of the exhibits, is open to friends and visitors as well as students, in the Student Lounge.

Dr. Floyd W. Reeves of the University of Chicago not only addressed faculty and student groups, but contributed several group discussions on present educational problems and needs. Mr. Gideon Seymour, Minneapolis journalist, was the commencement speaker at which time he endeavored to forecast the postwar problems of international adjustment.

## THE FACULTY

The faculty is now back on a strictly civilian program. During the residence of the 346th College Training Detachment, the membership had increased to nearly twice its normal size, and many of the regular members were engaged in part- or whole-time army work. With the departure of the aviation students, most of the temporary army faculty left for other positions. Two or three remained to replace losses in the faculty here.

The war has, of course, made considerable inroads on the college personnel. A number of the staff members have accepted commissions and have been inducted into the armed forces. Others have been doing graduate work or research, often connected, directly or indirectly with the war effort. In at least one instance the nature of the work may not be revealed for reasons of national security. Some who have been away are now returning for the coming year and others expect to depart on leave of absence. It can be said that the members of the staff have made needful adjustments with a minimum of difficulty and that the "morale" of the group is excellent.

Among those returning from leave, Mr. Daniel L. Preston has been studying in the Crouse College of Fine Arts at Syracuse University, Syracuse, New York. He will resume his work in the Department of Music Education.

Mr. Samuel G. Bridges, chairman of the Division of Social Studies, has just returned from the University of Minnesota where he spent the year taking graduate work in his field.

Dr. Arnold M. Christensen, chairman of the Division of Education, has been doing special work in the Collaboration Center on Human Development and Education at the University of Chicago. He has now returned to resume his work at the College.

Dr. Glenn C. Dildine, chairman of the Division of Science and Mathematics, has made arrangements for a leave of absence in order to accept a position similar to that of Dr. Christensen's in the Collaboration Center at the University of Chicago.

The College secured the services of Dr. Paul Heaton, who recently received his Doctor's degree in social studies and education at the University of Chicago, to serve both in the Division of Social Studies and in the Division of Education during the absence of Mr. Bridges and Dr. Christensen. He is to return in the fall to teach courses in education and social studies.

Mr. Karl Parsons is still on leave doing special research in chemistry at the University of Michigan.

Miss Martha Kleppe will take a leave of absence the ensuing year. She has not yet decided on the type of work in which she will engage.

Miss Clara Undseth resigned from the faculty following her marriage to Mr. A. W. Cupler, a Fargo attorney.

Miss Ruth Ann Rogers has been secured as a member of the library staff. She did her library work at the University of Illinois. She replaces Miss May Tangen who resigned and who is now reference librarian in the University of Indiana.

Miss Charlotte Junge who will soon receive her Doctor's degree at the University of Iowa will become principal of the College Elementary School.

Mr. Byron D. Murray, Chairman of the Division of Languages and Literature, will receive a leave of absence to continue work for his Doctor's degree at the University of Iowa.

Mr. Nels Johnson of the Department of Art Education expects to continue work for his Doctor's degree.

Dr. C. P. Lura, Director of Student Affairs, is to have a leave of absence during the winter quarter.

All the regular members of the faculty who taught part- or full-time in the army program will again devote full-time services to civilian work. These will include Dr. E. M. Spencer, co-ordinator of the army program, Dr. Glenn C. Dildine, supervisor of instruction for the army program, and Dr. Joseph R. Schwendeman who will resume charge of the college work in Geography.

President O. W. Snarr will attend the School for Executives conducted by the American Association of Teachers Colleges, at Jackson's Mill, West Virginia, August 14-24.

Lt. Col. Alex J. Nemzek, formerly Director of Physical Education for men at the College, has been relieved of active duty in the army for health reasons. He has resumed his residence in Moorhead.

Mr. Donald Anderson, Mr. Edward J. Hammer, Mr. James P. Schroeder, and Mr. Herman Michaels are still in military service. Mr. Hubert M. Loy and Dr. Herold S. Lillywhite have received commissions in the Navy. Dr. Lillywhite recently received his Doctor's degree at the University of New York.

The College has been saddened by the loss, through death, of Miss Blanche Loudon of the Laboratory Schools and Dr. Charles L. Green of the Division of Social Studies. Miss Loudon died in January; Dr. Green passed away suddenly June 15, at St. John's Hospital, Fargo, North Dakota.

The faculty members have been active during the current year in research and publication. Dr. Joseph Kise has published a series of five pamphlets now in use in the secondary field dealing with world affairs and government. Other faculty members have contributed widely to literary and scholarly periodicals such as *Speech Outlook*, *Social Education Magazine*, *Nature Magazine*, *Christian Science Monitor*, *Kaleidograph*, *Pasque Petals*, and the *Minnesota Education Association Journal*.

The year, though extremely busy and full of emergencies, has been one of accomplishment for the faculty of the College.